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ABSTRACT

The guide provides information to eligible recipients on how programs and services for handicapped and disadvantaged students who are enrolled in vocational education programs under the Carl D. Perkins Vocational Education Act, 1984 (Public Law 98-524) must be documented in California. Documentation is intended to provide answers to the following ten questions: (1) Who were the participants? (2) Were the participants disadvantaged or handicapped? (3) Were the participants enrolled in a vocational education program listed on the projected inventory for each school site? (4) Was the effort an excess cost (beyond the normal effort provided all students)? (5) Did the service correspond to the student's diagnosed need? (6) Was the required proportionate amount of funds used to provide services for limited-English-proficient students? (7) Did personnel meet the qualification criteria established in the Three-Year Federal Supplement to the California State Plan for Vocational Education? (8) Were reported excess costs actually incurred? (9) Were reported excess costs incurred only for the portion of effort dedicated to qualified participants? (10) What were the results of the remediation efforts? Separate sections provide guidelines for documenting the participants, the programs and services, and costs. Appendixes provide the federal mandates, state directions, and local options for available funds; a vocational education student/course inventory; sample forms to identify disadvantaged/handicapped students; and a flowchart for documenting programs. (DB)

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DOCUMENTATION GUIDE

for Handicapped, Disadvantaged, and Limited-English-Proficient Students in Vocational Education Programs and Services

Carl D. Perkins
Vocational Education Act, 1984
Public Law 98-524

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1986

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DOCUMENTATION GUIDE

for Handicapped, Disadvantaged, and Limited-English-Proficient Students in Vocational Education Programs and Services

Carl D. Perkins
Vocational Education Act, 1984
Public Law 98-524

Prepared under the direction of the Vocational Education Divisio
California State Department of Education

EC192761

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INTRODUCTION

This guide was prepared to provide information to eligible recipients about how programs and services for handicapped and disadvantaged students enrolled in vocational education must be documented. All references to vocational programs and services for disadvantaged students include limited-English-proficient students. Data relating to the participants, programs/services, and costs are required and should provide the answers to these ten questions:

1. Who were the participants?
2. Were the participants disadvantaged or handicapped according to the definitions contained in PL 98-524?
3. Were the participants enrolled in one or more vocational education program(s) listed on the projected program inventory for each school site (VE 30)?
4. Was the effort an excess cost (a service over and above the normal vocational education efforts provided to all students)?
5. Did the nature of the service correspond to the student's diagnosed need?
6. Was the required proportionate amount of funds for disadvantaged students used to provide services for limited-English-proficient students?
7. Did personnel who provided the programs and services meet the qualification criteria contained in The Three-Year Federal Supplement to the California State Plan for Vocational Education?
8. Were reported excess costs actually incurred and supported by an audit trail?
9. Were reported excess costs incurred only for the portion of effort dedicated to qualified participants?
10. What were the results of the remediation efforts?

PARTICIPANTS

Identification

Students must be identified by name and by the vocational education program or services in which they are enrolled, and they must qualify as either disadvantaged or handicapped. A student enrolled in a Regional Occupational Center/Program (ROC/P) vocational program qualifies as a vocational student of the home district even though the enrollment is with another institution. Consequently, the home district may use funds for disadvantaged or handicapped students to support the student's success in vocational education.

Disadvantaged

"Disadvantaged" means individuals other than handicapped individuals who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational educational programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency, and individuals who are dropouts from or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

Handicapped

"Handicapped," when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically

impaired, other health impaired, deaf-blind, multihandicapped, or persons with specific learning disabilities who by reason thereof require special education and related services and who, because of their handicapping conditions, cannot succeed in the regular vocational education program without special education assistance.

Mandated Services

Section 204(c) of PL 98-524 specifies that the following be provided to each handicapped or disadvantaged student enrolled in vocational education:

"(1) assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

"(2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

"(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

"(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities."

Proposed Services

In addition to identifying the student, documenting that he/she is disadvantaged or handicapped, and documenting that mandated services were provided, the records must indicate the additional services that have been proposed to help the student succeed. (See Appendix A for qualified services.) Obviously, there must be a match between the reason the student was unable to succeed in the regular vocational program and the proposed service.

Sample Student Documentation Forms

Simple, easy-to-use sample forms have been developed (see Appendix B) which are acceptable as documentation. These forms identify the student by name, the vocational education program in which the student is enrolled, and the student's disadvantage or the student's handicapping condition. Appendix B-2, "Sample Form to Identify Disadvantaged Students," lists a variety of appropriate programs and/or services which might be prescribed to help overcome the student's disadvantage. Space is left for the teacher to describe the services actually provided for the student. Appendix B-3, "Sample Form To Identify Handicapped Students," does the same for the handicapped student. An eligible recipient may use these forms to provide the necessary student documentation or other forms which provide comparable data. This information will be checked as a part of the State Department of Education (SDE) Coordinated Compliance Review (CCR) and should be available for annual LEA audit procedure.

PROGRAMS/SERVICES

After the identification of the individual student, the diagnosis of the disadvantage or handicapping condition, and the proposal of a program/service to help that student overcome the disadvantage or handicapping condition, the plan is to be carried out. A program/service should have three elements:

1. A prescription to help the student overcome the lack of success in the vocational education class.
2. A special effort (excess cost) over and above the regular program or service provided to all students enrolled in vocational education.
3. Program/service conducted by qualified personnel.

Examples of Proposed Prescription

The requirement that a qualified program/service must relate to the students' diagnosis is obvious. For example, providing transportation between campuses or to a community classroom or work experience job site would be a qualified service for economically disadvantaged students if they would not be able to afford to provide their own transportation. On the other hand, transportation for a student not succeeding because of an academic disadvantage would not be a qualified service because it would not meet the student's need for academic support. Other examples are as follows:

1. Providing an aide or tutor is appropriate for an academically disadvantaged vocational student who is unable to read the textbook. This service would not be appropriate for an economically disadvantaged vocational student.
2. Providing a bilingual tutor is appropriate for the limited-English-proficient student who is unable to read the required class materials or communicate effectively in English. This service would not be appropriate for an economically disadvantaged vocational student.
3. Providing funds to purchase a required uniform would be appropriate for an economically disadvantaged but not for an academically disadvantaged vocational student.
4. Providing a specially designed chair would be appropriate for an orthopedically handicapped vocational student but not for a disadvantaged student.

Examples of Special Effort (Excess Cost)

The regular vocational education program effort is the responsibility of the eligible recipients. Qualified expenditures from PL 98-524, Title II,

Part A, disadvantaged and handicapped funds, including the required matching, must be for programs or services not available to all students.

The existence of disadvantaged or handicapped students in regular vocational education classes does not constitute a qualified expenditure unless a special effort is made, such as providing teachers' aides or tutors to assist these disadvantaged or handicapped students. The salaries of the aides or tutors would represent qualified costs for reimbursement from funds for the disadvantaged or handicapped if their services match the diagnosis and prescription for each student.

In addition to the four mandated services identified in Appendix A, examples of special efforts related to vocational education instruction designed to help disadvantaged and/or handicapped students succeed might include but are not limited to:

-- Acquisition of learning materials designed for specialized learning difficulties.
-- Purchase of specialized equipment for handicapped students.
-- Purchase of modern tools and equipment. (You may use disadvantaged funds to purchase equipment or modern tools if at least 75 percent of the students enrolled in the school are economically disadvantaged.)
-- Purchase of special media.
-- Modification of curriculum.
-- Bilingual assistance.
-- Child care for teenaged parents.

Eligible recipients that receive PL 98-524 funds for disadvantaged students in vocational education must spend a proportionate amount of those funds for services and activities for limited-English-proficient students.[1]

Qualified Personnel

As with any vocational education program, the personnel providing vocational services to disadvantaged or handicapped students must meet the qualification standards of the Three-Year Federal Supplement to the California State Plan for Vocational Education. These qualifications involve a combination of appropriate credentials and work experience.

Information for documentation of personnel qualifications is generally available in personnel files. However, personnel files are sometimes deficient in the documentation of work experience. Provisions should be made to have documentation of work experience readily available.

Individuals who provide supportive services to disadvantaged or handicapped students such as counselors and work experience education coordinators must have the background and credential, if applicable, to qualify them to provide those services.

COST/MATCHING

Reimbursement for programs and/or services provided to disadvantaged or handicapped students is for supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and are essential for disadvantaged or handicapped

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[1]PL-98-524, Section 203(a)(3). The State Board shall ensure that each eligible recipient that receives funds under paragraph (2) uses those funds to provide vocational education services and activities for individuals with limited English proficiency at least in proportion to the number of such individuals enrolled by that eligible recipient in the fiscal year preceding the fiscal year in which the determination is made as compared to the total number of disadvantaged individuals, including individuals with LEP so enrolled in that fiscal year.

students to succeed in vocational education. Reimbursement occurs at a rate of up to 50 percent of cost; the remaining 50 percent is to be provided by non-federal funds, both state and local. The non-federal contribution for the costs of vocational education programs, services, and activities for the disadvantaged from local sources may be in cash or in kind, fairly valued, including facilities, overhead, personnel, equipment, and services if the State Board determines that the eligible recipient cannot otherwise provide such contribution (Section 401.97(a)).

Related Costs (Excess)

The existence of disadvantaged or handicapped students in a regular program does not justify charging a portion of the regular costs to the program for disadvantaged or handicapped students. A special service must be provided to these students which matches the diagnosis and prescription for each student.

For example, if an instructor is assigned two-fifths of the day to a tutorial center for vocational tutoring of academically disadvantaged vocational students, then two-fifths of the instructor's salary would be a direct cost of that service. If, however, all vocational education students come to the tutorial center, then no portion of the instructor's salary would qualify for reimbursement since no special service over and above what is provided for all students was being given to the disadvantaged.

Actual Cost

Expenditure reports (claims) are sometimes prepared from preliminary information, such as budgets, purchase requisitions, or purchase orders. Allowable costs are only those actually expended and can vary from the preliminary estimates. (Refer to application for Vocational Education Funds from the Carl D. Perkins Vocational Education Act, 1984.)

Encumbrance by June 30

Expenditures incurred or encumbered by June 30 qualify. Encumbered amounts are those tangible items for which a legal commitment is made by June 30 of the program year. An encumbrance for services to be performed the next year is not allowable. Additionally, care must be taken not to claim encumbered items in both the year of encumbrance and the year of payment.

Capital Outlay

Capital outlay expenditures are allowable costs for programs for disadvantaged or handicapped students to the extent to which the specialized equipment is used in qualified programs and specifically meets the diagnosed needs of identified students. However, you may only spend disadvantaged funds for equipment and modern tools if at least 75 percent of the students in the school are economically disadvantaged.

CONCLUSION

Documentation of the cost of programs and services for disadvantaged and handicapped students is essential to support an expenditure report (claim) for VEA funds. The documentation must include data identifying the individual students, the vocational education program in which the student is enrolled, the special programs/services provided to help overcome the disadvantage or handicap, and an audit trail documenting that the costs charged were expended directly for the supplemental programs and services. To be defensible in an audit, this documentation must be prepared prior to filing the claim. Appendix B contains several forms that, when completed, can be used as support documentation. Finally, Appendix C consists of a flowchart of the components needed for adequate documentation.

APPENDIX A

FEDERAL MANDATES, STATE DIRECTIONS, AND LOCAL OPTIONS

FOR FUNDS AVAILABLE THROUGH THE

CARL D. PERKINS VOCATIONAL EDUCATION ACT, PL 98-254

Title II, Part A - Special Opportunities

(Excerpt)

HANDICAPPED

Federal Mandates:

1. Each...handicapped student who enrolls in vocational education programs shall receive:

   A. assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

   B. special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

   C. guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provisions of such special services, and

   D. counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

2. Students and parents must be notified prior to ninth grade of the vocational education programs available and the eligibility requirements for enrollment in such vocational education programs.

3. If separate, specialized classes for...handicapped students are offered, federal funds may pay for only supplemental services to the class which exceeds the average per pupil expenditures for comparable regular vocational education programs and activities.

4. The expenditures of federal funds are only for excess costs and must be matched with nonfederal funds. For PY 1986-87, nonfederal matching funds for the handicapped are provided by state funds for Work-Ability.

5. Federal funds are proposed to promote the least restrictive enrollment programming in regular vocational education for handicapped students through any means supporting equal access to vocational education and its work-site programs, including work experience education, community classrooms, and cooperative vocational education. The Act states that assuring equal access to special needs youth is a priority for federal funding.

State Directions:

Districts receiving state funds for Work-Ability must apply for and use PL 98-524 funds for handicapped students. An eligible recipient of Title II, Part A funds for handicapped students should assign first priority for the use of federal funds for classroom integration, support, and/or services. Work-Ability funds are used to complement the services for handicapped students by primarily providing for job development and job placement opportunities, transportation expenses, and student stipends.

Funds allocated for handicapped may be used in all vocational education program, client, or support areas to provide for:

1. Qualified Teachers

   A. Excess costs for qualified teachers to provide outside assistance for job placement or follow-up of handicapped students.

   B. Excess costs for class size reductions to meet needs of handicapped students.

2. Professional Development

   A. Release time for teachers or teachers' aides, counselors, and administrators for coordination, planning, Vocational Education Resource System meetings, Work-Ability meetings, or other relevant conferences or in-service activities.

   B. Costs of providing existing counseling staff with staff development activities to acquire abilities and knowledge of needs of handicapped students.

4. Sequential Courses

   A. Release time to modify or develop sequential vocational education curriculum to meet the needs of handicapped students.

5. Current Relevant Instruction

   A. Release time to update or develop curriculum or for costs of purchasing, developing, modifying, translating, brailling, or recording curriculum for handicapped students.

   B. Costs associated with meeting IEP objectives of handicapped students.

   C. Classroom instructional aids or classified staff or interpreters in classroom or attendance at IEP meetings after school hours.

6. Equipment, Facilities, and Supplies

   A. Costs associated with adapting equipment, facilities, or supplies to meet the needs of handicapped students.

   B. Costs associated with purchasing specialized equipment to meet needs of handicapped students.

7. Vocational Student Organizations

   A. Equal access to student organizations for handicapped students.

   B. Excess costs to involve handicapped students, which may include interpreters for hearing impaired or for brailling information, etc.

8. Related Community Services and/or Education, Simulated Work, and/or Laboratory Experiences

   A. Excess costs for release time for salaries of teachers or classified personnel to assist in providing work experience education and/or work study for handicapped students.

   B. Student stipend payment costs related to vocational work experience education at minimum wage level (use Title II, Part B funds only).

9. Career Guidance

   A. Costs of supplemental career technicians or counseling staff to provide counseling, guidance, and career development activities and assessment of handicapped students.

   B. Costs associated with providing supplemental services to handicapped students for transition from school to post-school opportunities.

10. Program Planning

   A. Costs to provide handicapped students and their parents with information concerning the opportunities available in vocational education and the eligibility for enrollment in such vocational programs; the funds for handicapped students may only pay for those things which are not provided to all other students and their parents.

11. Evidence of Accountability

   A. Release time for instructional or classified staff to complete student follow-up surveys.

   B. Costs associated with computerizing handicapped student data.

DISADVANTAGED

Federal Mandates:

1. Each disadvantaged...student who enrolls in vocational education programs shall receive:

   A. assessment of the interests, abilities, and special needs of such students with respect to completing successfully the vocational education program;

   B. special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

   C. guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services

   D. counseling services designed to facilitate the transition from school to post-school employment and career opportunities

2. Students and parents must be notified prior to ninth grade of the vocational education programs available and the eligibility requirements for enrollment in such vocational education programs.

3. If separate, specialized classes for disadvantaged...students are offered, federal funds may pay for only supplemental services to the class which exceed the average per pupil expenditures for comparable regular vocational education programs and activities.

4. The expenditures of federal funds are only for excess costs and must be matched with nonfederal funds.

5. Funds available to each recipient for the disadvantaged may be expended for the acquisition of modern machinery and tools in schools at which at least 75 per cent of the students enrolled are economically disadvantaged.

State Directions:

Funds allocated for disadvantaged may be used in all vocational educational program, client or support areas to provide for:

1. <u>Qualified Teachers</u>

   A. Excess costs for qualified teachers to provide assistance for job placement or follow-up of disadvantaged students.

   B. Excess costs for class size reductions to meet needs of disadvantaged students.

2. Professional Development

   A. Release time for teachers or teachers' aides, counselors, and administrators for coordination, planning, Vocational Education Resource System meetings, or other relevant conferences or in-service activities.

   B. Costs to provide existing counseling staff with staff development activities to acquire abilities and knowledge of needs of disadvantaged students.

3. Subject Area and District Advisory Committees

   A. Attendance at advisory committee meetings or any necessary costs required to carry out activities, including the interfacing of both vocational and academic instruction.

4. Sequential Courses

   A. Release time to modify or develop sequential vocational curriculum to meet the needs of the disadvantaged students.

5. Current Relevant Instruction

   A. Release time to update or develop curriculum or for cost of purchasing, modifying, and/or translating curriculum for disadvantaged students.

   B. Costs associated with meeting individual learning plan objectives of disadvantaged LEP students.

   C. Classroom instructional aides or interpreters in classroom.

6. Equipment, Facilities, and Supplies

   A. Costs of adapting equipment, facilities, or supplies to meet the needs of disadvantaged students.

   B. You may only spend disadvantaged dollars for equipment if at least 75% of the students enrolled in the school are economically disadvantaged.

7. Vocational Student Organizations

   A. Excess costs to involve disadvantaged students in vocational student organizations.

8. Related Community Services and/or Education, Simulated Work, and/or Laboratory Experiences

   A. Excess costs for release time for salaries of teachers or teacher aides to assist in providing work experience education or work-study.

9. Career Guidance

   A. Costs of supplemental career technicians or counseling staff to provide counseling, guidance, and career development activities and assessment of disadvantaged students.

10. Program Planning

   A. Costs to provide disadvantaged students and their parents with information concerning opportunities available in vocational education; the funds for disadvantaged may only pay for those things which are not provided to all other students and their parents.

11. Evidence of Accountability

   A. Release time for instructional or classified staff to complete disadvantaged student follow-up, reports, and evaluation.

   B. Costs associated with computerizing disadvantaged student data.

VOCATIONAL EDUCATION
Student/Course Inventory

APPENDIX B-1

(1) County Code ___ (2) District Code ___ (3) School Code ___

(4) Student Name _____ (5) Sex [M] [F]

(6) Address _____ (7) Telephone # _____

(8) Student Number ___ (9) Birthdate ___ (month day year)

(10) Grade Level ___ (12) Handicapped [Y] [N]

(11) Racial/Ethnic
- ___ American Indian/ Alaskan Native
- ___ Asian, Pacific Islander
- ___ Black, Non-Hispanic
- ___ Hispanic
- ___ Filipino
- ___ White, Non-Hispanic
- ___ Non-Resident Alien (c.c. use only)

___ Mentally Retarded
___ Hard of Hearing
___ Deaf
___ Speech Impaired
___ Visually Handicapped
___ Emotionally Disturbed
___ Orthopedically Impaired
___ Other Health Impaired
___ Deaf-Blind
___ Multi-Handicapped
___ Specific Learning Disabled

(13) LESA [Y] [N] aka LEP

(14) Disadvantaged [Y] [N]
- ___ Economic
- ___ Academic

(15) Instructional Setting (for Handicapped, Disabled LESA students only)
- ___ Mainstream/no support
- ___ Mainstream/support from VEA funds
- ___ Separate

(16) Date left education entity ___ (mo yr)
___ Graduated ___ Student withdrew
___ Transferred ___ Unknown

(17) Date AA degree granted ___ (mo yr)

(18) Date certificate granted ___ (mo yr)

(19) Vocational Education Courses Presently Enrolled/Have Completed

(A) Course Code	(B) Course Title	(C) Grade Level	(D) Units/ Credits Earned	(E) Month/ Year Completed	(F) Grade Earned

(20) Program enrollment:

Program title(s)	USOE CODE(S)
1. (Primary)	
2. (Secondary)	
3. (Secondary)	

(21) Program Completion:

1. (Primary)	
2. (Secondary)	
3. (Secondary)	

APPENDIX B-2 SAMPLE FORM TO IDENTIFY DISADVANTAGED STUDENTS

_____ is enrolled in the following vocational education program or methodology and is not succeeding or expected to succeed because of the following:
(Name of Student)

==========

Vocational class is: ___Agriculture ___Distributive education ___Consumer-homemaking education ___Health occupations ___Work experience education ___Home economics/ related occupations ___Industrial arts ___Office education ___Trade & industrial education

The diagnosis, prescribed services, treatment provided and results for this student are identified below:

DIAGNOSIS	**PRESCRIPTION**	**TREATMENT**
Check the appropriate student characteristics:	Items checked are the programs or services necessary for the above disadvantaged student	Describe services rendered
A. Academic		
1. ___Limited English Proficient (LEP)	___Assessment of interests, abilities, and special needs*	
2. ___Reading score below 25% on standardized test	___Specialized vocational guidance and counseling*	
3. ___Mathematics score below 25% on standardized test	___Use of teacher aides	
4. ___Grades 2.0 on a 4.0 scale	___Tutorial assistance services	
5. ___Failed to attain minimal competencies	___Integration of basic education and vocational subject matter	
6. ___Potential drop out	___Curriculum modification*	
B. Economic (if information available)	___Programmed and individualized instruction	
1. ___Family receives AFDC funds (Aid to Families with Dependent Children)	___Special teachers	
2. ___Eligible for free or reduced lunch	___Work-study arrangements	
	___Reduction of student-teacher ratio	
	___Arrangements for transportation	
	___Specialized instruction, material, and equipment*	
	___Counseling to facilitate transition from school to post-school employment and career opportunities*	
	___Other (describe)_____	

* PL 98-524 Sec. 204(c) Mandated Services

==========

Results: Describe outcomes achieved (use reverse side to give a narrative account)
Was the student able to succeed in the vocational program after the service was rendered? ___yes ___no
If no, use reverse side to give a narrative account of the progress and to make recommendations.

_____ _____
Form prepared by Date

Describe the Outcomes Achieved

APPENDIX B-3 SAMPLE FORM TO IDENTIFY HANDICAPPED STUDENTS

_____ is enrolled in the following vocational education program or methodology and is not succeeding or expected to succeed because of the following:
(Name of Student)

==========

Vocational class is: ___Agriculture ___Distributive education ___Consumer-homemaking education ___Health occupations

___Work experience education ___Home economics/ related occupations ___Industrial arts education ___Office education ___Trade & industrial

The diagnosis, prescribed services, treatment provided and results for this student are identified below:

DIAGNOSIS

Check the appropriate characteristics to identify student's handicapping condition(s):

A. ___Mentally retarded
Describe_____
B. ___Hard of hearing
Describe_____
C. ___Deaf
Describe_____
D. ___Speech impaired
Describe_____
E. ___Visually handicapped
___Partially ___Blind
F. ___Seriously emotionally disturbed
Describe_____
G. ___Orthopedically impaired
Describe_____
H. ___Other health impaired person or persons with specific learning disabilities
Describe_____

PRESCRIPTION

Items checked are the programs or services necessary for the student to succeed in the program:

___Assessment of interests, abilities, and special needs*
___Specialized vocational counseling*
___Extended community involvement
___Use of teacher aides
___Tutorial services and assistance
___Integration of basic education and vocational subject matter
___Curriculum modification*
___Programmed and individualized instruction
___Special teachers
___Special teachers for job readiness evaluation
___Arrangements for transportation
___Specialized instruction, equipment, material, or facilities*
___Counseling to facilitate transition from school employment and career opportunities*
___Other (Describe)_____

* PL 98-524 Sec. 204 (c) Mandated Services

TREATMENT

Describe services rendered

An individualized education program (IEP), developed in conjunction with vocational education personnel, must be on file for each vocational secondary student served.

==========

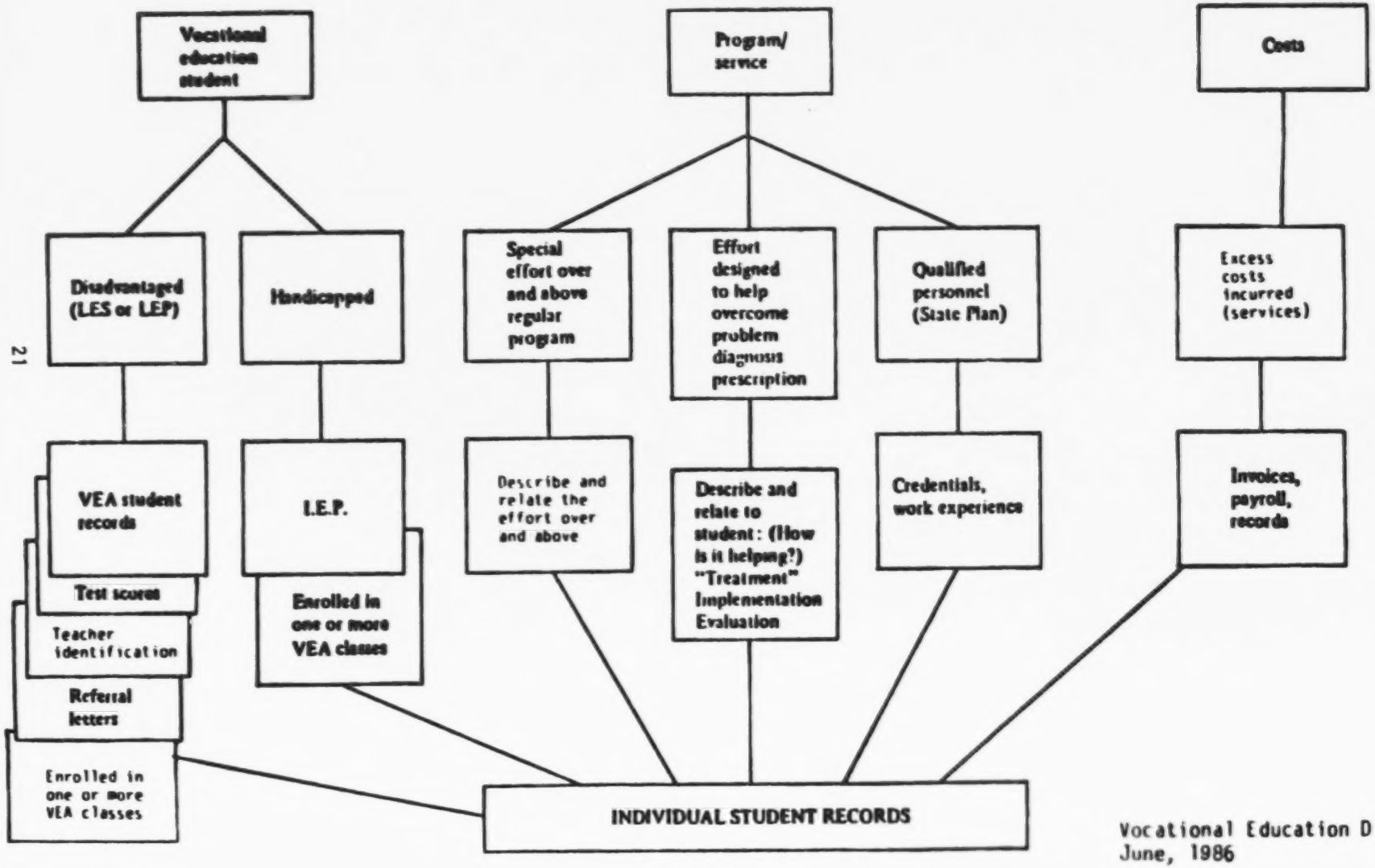
Results: Describe outcomes achieved (use reverse side to give a narrative account)
Was the student able to succeed in the vocational program after the service was rendered? ___yes ___no
If no, use reverse side to give a narrative account of the progress and to make recommendations.

_____ _____
Form Prepared By Date

Describe the Outcomes Achieved

APPENDIX C

FLOWCHART FOR DOCUMENTING HANDICAPPED, DISADVANTAGED, AND LIMITED-ENGLISH-PROFICIENT STUDENTS, PROGRAMS
under
Carl D. Perkins, Vocational Education Act, 1984
(P.L. 98-524)


Vocational education student
Program/ service
Costs
Disadvantaged (LES or LEP)
Handicapped
Special effort over and above regular program
Effort designed to help overcome problem diagnosis prescription
Qualified personnel (State Plan)
Excess costs incurred (services)
VEA student records
I.E.P.
Describe and relate the effort over and above
Describe and relate to student: (How is it helping?) "Treatment" Implementation Evaluation
Credentials, work experience
Invoices, payroll, records
Test scores
Teacher identification
Referral letters
Enrolled in one or more VEA classes
Enrolled in one or more VEA classes
INDIVIDUAL STUDENT RECORDS

Vocational Education Division
June, 1986

Publications Available from the Department of Education

Over 600 publications are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Academic Honesty (1986)	$2.50
Administration of Maintenance and Operations in California School Districts (1986)	6.75
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
California Private School Directory	9.00
California Public School Directory	14.00
California Schools . . . Moving Up: Annual Status Report, 1985 (1986)	3.00
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Educational Software Preview Guide (1986)	2.00
Electricity/Electronics Curriculum Guide, Phase II, Level 1 (1985)	15.00
Guide for Vision Screening in California Public Schools (1984)	2.50
Handbook for Physical Education (1986)	4.50
Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)	3.25*
History–Social Science Framework for California Public Schools (1981)	2.25
Identification of Causes for Attrition in Vocational Education Health Careers Programs (1983)	5.00
Improving the Attractiveness of the K—12 Teaching Profession in California (1983)	3.25
Improving the Human Environment of Schools: Facilitation (1984)	5.50
Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
A Parent's Handbook on California Education (1986)	3.25
Physical Performance Test for California, 1982 Edition (1984)	1.50
Planning Vocational Home Economics Programs for Secondary Schools (1983)	2.75
Practical Ideas for Teaching Writing as a Process (1986)	6.00
Program Guidelines for Severely Orthopedically Impaired Individuals (1985)	6.00
Program Guidelines for Visually Impaired Individuals (1986)	6.00
Reading Framework for California Public Schools (1980)	1.75
Recommended Readings in Literature, K—8 (1986)	2.25
Resources in Health Career Programs for Teachers of Disadvantaged Students (1983)	6.00
School Attendance Improvement: A Blueprint for Action (1983)	2.75
Selected Financial and Related Data for California Public Schools (1986)	3.00
Standards for Scoliosis Screening in California Public Schools (1985)	2.50
Student Progress Charts (set of 12)	2.65
Students' Rights and Responsibilities Handbook (1986)	2.75
Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
The Three-Year Federal Supplement to the California State Plan for Vocational Education (1985)	5.00
Work Experience Education Instructional Guide: Teacher's Manual (1985)	3.50
Work Permit Handbook (1985)	6.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

*The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Korean/English, Laotian/English, Spanish/English, and Vietnamese/English.

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